

Deer Park Primary School



History Curriculum Progression Framework

Whole School History Curriculum Progression Grids

Key

Chronological Understanding

Knowledge and Interpretation

Historical Enquiry

Statements in bold denote challenge questions

History EYFS and Year 1 Cycle

Autumn

Spring

Summer

Family/Family Tree(A)

Wingerworth (B)

**Remembrance Day
Toys—Christmas Past and
Present (A) taught in Autumn)**

Florence Nightingale (B)

**Explorers—Earnest Shackleton
(A)**

Telephones (B)

EYFS

- Do they show an understanding about the past?
- Do they know that the past has already happened?
- Can they make links between life today and life in past?
- Can they name some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class?
- Do they make links and comment on the differences between life now and the past?
- Can they talk about members of their immediate family and community?
- Can they name and describe people who are familiar to them?
- Can they ask questions and talk about the past?
- Can they talk about the lives of the people around them and their roles in society?

EYFS

- Do they understand how transport has changed and what it means for life today?
- Can they identify what things have changed and why?
- Can they talk about the lives of the people around them and their roles in society?
- Do they show an understanding of how land use has changed over time?
- Can they ask questions about jobs within society and how these have changed?
- Do they make links to the local environment and how that has changed over time?

EYFS

- Do they show an understanding about the past?
- Do they know that the past has already happened?
- Can they make links between life today and life in past?
- Can they name some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class?
- Do they make links and comment on the differences between life now and the past?
- Can they ask questions and talk about the past?
- Do they use information gathered from various sources and make pertinent observations between changes?

EYFS

- Can they link ideas from stories to real life experiences?
- Can they recall some important narratives, characters and figures from the past encountered in books read in class?
- Can they talk about the lives of the people around them and their roles in society?
- Do they understand how people from the past have helped changed the world today?
- Can they ask questions and talk about the past?

EYFS

- Can they link ideas from stories to real life experiences?
- Can they recall some important narratives, characters and figures from the past encountered in books read in class?
- Can they talk about the lives of the people around them and their roles in society?
- Do they understand how people from the past have helped changed the world today?
- Can they ask questions and talk about the past?
- Can they recognise that some environments are different to the one in which they live?

EYFS

- Do they make links between life today and life in past?
- Can they make links and comment on the differences between life now and the past?
- Can they name some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class?
- Can they use information gathered from various sources and make pertinent observations between changes?
- Can they ask questions and talk about the past?

History EYFS and Year 1 Cycle

Autumn		Spring		Summer	
Family/Family Tree(A)	Wingerworth (B)	Remembrance Day Toys—Christmas Past and Present (A) taught in Autumn)	Florence Nightingale (B)	Explorers—Earnest Shackleton (A)	Telephones (B)
<p>YEAR 1</p> <ul style="list-style-type: none"> •Can they put up to three objects in chronological order (recent history)? •Can they use words and phrases like: old, new and a long time ago? •Can they tell me about things that happened when they were little? •Can they explain how they have changed since they were born? •Can they explain differences between past and present in their life and that of other children from a different time in history? •Can they give examples of things that are different in their life from that of their grandparents when they were young? <p>•Can they put up to five objects/ events in chronological order (recent history)?</p> <ul style="list-style-type: none"> •Can they use words and phrases like: very old, when mummy and daddy were little? •Can they use the words before and after correctly? •Can they sequence events about own life? 	<p>YEAR 1</p> <ul style="list-style-type: none"> •Can they use words and phrases like: before I was born, when I was younger? •Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? •Can they use the words past and present correctly? •Can they use a range of appropriate words and phrases to describe the past? •Can they explain how their local area was different in the past? •Can they answer questions using a artefact/ photograph provided? •Can they find out something about the past by talking to an older person? •Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? <p>•Can they sequence a set of objects in chronological order and give reasons for their order?</p>	<p>YEAR 1</p> <ul style="list-style-type: none"> Can they recognise that a story that is read to them may have happened a long time ago? •Can they retell a familiar story set in the past? •Can they sequence a set of events in chronological order and give reasons for their order? •Do they have an understanding of abstract terms such as parliament and treason? •Do they know and recall the main events of the 5th November including year, significant people, places and names? •Can they tell us about an important historical event that happened in the past? •Can they recount some interesting facts from a historical event? •Do they understand that we have a King who rules us and that Britain has had a king or queen for many years? <p>•Can they try to work out how long ago an event happened?</p> <ul style="list-style-type: none"> •Can they explain why eye-witness accounts may vary? 	<p>YEAR 1</p> <ul style="list-style-type: none"> •Do they know that some objects belonged to the past? •Can they begin to identify the main differences between old and new objects? •Can they identify objects from the past? •Can they ask and answer questions about old and new objects? •Can they spot old and new things in a picture? •Can they give a plausible explanation about what an object was used for in the past? <p>•Can they say why they think a story was set in the past?</p> <ul style="list-style-type: none"> •Can they explain why certain objects were different in the past? 	<p>YEAR 1</p> <ul style="list-style-type: none"> •Can they find out more about a famous person from the past and carry out some research on him or her? •Can they answer questions by using a specific source, such as an information book? •Can they research the life of a famous Briton from the past using different resources to help them? •Can they research about a famous event that happens in Britain and why it has been happening for some time? <p>•Can they sequence events about the life of a famous person?</p>	<p>YEAR 1</p> <ul style="list-style-type: none"> •Do they appreciate that some famous people have helped our lives be better today? •Can they recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later? •Can they explain why someone in the past acted in the way they did? <p>•Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?</p>

History Year 1 and 2 Cycle

Autumn		Spring		Summer	
Family History (A)	Wingerworth (B)	The Great Fire of London (A)	Richard Arkwright (B)	Space (A)	George Stevenson (B)
<ul style="list-style-type: none"> •Can they put up to three objects in chronological order (recent history)? •Can they use words and phrases like: old, new and a long time ago? •Can they tell me about things that happened when they were little? •Can they explain how they have changed since they were born? •Can they explain differences between past and present in their life and that of other children from a different time in history? •Can they give examples of things that are different in their life from that of their grandparents when they were young? 	<ul style="list-style-type: none"> •Can they use words and phrases like: before I was born, when I was younger? •Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? •Can they use the words past and present correctly? •Can they use a range of appropriate words and phrases to describe the past? •Can they explain how their local area was different in the past? •Can they answer questions using an artefact/ photograph provided? •Can they find out something about the past by talking to an older person? •Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? 	<ul style="list-style-type: none"> •Can they recognise that a story that is read to them may have happened a long time ago? •Can they retell a familiar story set in the past? •Can they sequence a set of events in chronological order and give reasons for their order? •Do they have an understanding of abstract terms such as parliament and treason? •Do they know and recall the main events of the great Fire of London, including year, significant people, places and names? •Can they tell us about an important historical event that happened in the past? •Can they recount some interesting facts from a historical event, such as where the fire of London started? •Do they understand that we have a King who rules us and that Britain has had a king or queen for many years? 	<ul style="list-style-type: none"> •Do they know that some objects belonged to the past? •Can they begin to identify the main differences between old and new objects? •Can they identify objects from the past? •Can they ask and answer questions about old and new objects? •Can they spot old and new things in a picture? •Can they give a plausible explanation about what an object was used for in the past? 	<ul style="list-style-type: none"> •Can they find out more about a famous person from the past and carry out some research on him or her? •Can they answer questions by using a specific source, such as an information book? •Can they research the life of a famous Briton from the past using different resources to help them? •Can they research about a famous event that happens in Britain and why it has been happening for some time? 	<ul style="list-style-type: none"> •Do they appreciate that some famous people have helped our lives be better today? •Can they recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later? •Can they explain why someone in the past acted in the way they did?
<ul style="list-style-type: none"> •Can they put up to five objects/events in chronological order (recent history)? •Can they use words and phrases like: very old, when mummy and daddy were little? •Can they use the words before and after correctly? •Can they sequence events about own life? 	<ul style="list-style-type: none"> •Can they sequence a set of objects in chronological order and give reasons for their order? 	<ul style="list-style-type: none"> •Can they try to work out how long ago an event happened? •Can they explain why eye-witness accounts may vary? 	<ul style="list-style-type: none"> •Can they say why they think a story was set in the past? •Can they explain why certain objects were different in the past? 	<ul style="list-style-type: none"> •Can they sequence events about the life of a famous person? 	<ul style="list-style-type: none"> •Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?

History Year 3 and 4 Cycle

Autumn		Spring		Summer	
	The Romans (B)	Why should we thank the Ancient Greeks? (A)		Stone Age to Iron Age (A)	How much did the Ancient Egyptians achieve? (B)
	<ul style="list-style-type: none"> •Can they describe events and periods using the words: ancient and century? •Can they set out on a timeline, within a given period, what special events took place? •Can they plot recent history on a time-line using centuries? •Can they explain how events from the past has helped shape our lives? •Do they understand historical concepts and terms such as civilisation, empire, change etc? •Can they talk about at least two things that the Romans did for our country? •Do they know about the lives of at least two famous Romans? •Do they recognise that the lives of wealthy people were very different from those of poor people? •Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? •Do they have an appreciation that wars start for specific reasons and can last for a very long time? <p>•Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?</p> <ul style="list-style-type: none"> •Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? •Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? 	<ul style="list-style-type: none"> •Can they place periods of history on a timeline showing periods of time? •Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? •Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? •Do they understand the struggle between the Athenians and the Spartans? •Do they know about some of the things that the Greeks gave the world and can they talk about the impact that they have had on the world today? •Do they know that the Greeks were responsible for the Olympic Games? •Do they know that the Greek Gods were an important part of Greek Culture? •Can they use their 'information finding' skills in writing to help them write about historical information? •Can they, through research, identify similarities and differences between given periods in history? •Can they research a specific event from the past ? <p>•Do they appreciate that what people ate was different because of the availability of different sources of food?</p> <ul style="list-style-type: none"> •Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? •Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 		<ul style="list-style-type: none"> •Can they use a timeline within a specific time in history to set out the order things may have happened? •Can they describe events from the past using dates when things happened? •Can they describe events and periods using the words: BC, AD and decade? •Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? •Do they know what a typical day would have been like for a man, woman or child from this time? •Can they begin to picture what life would have been like for the early settlers? •Do they know and can they describe the difference between the stone, bronze and iron ages? •Can they give more than one reason to support a historical argument? •Can they research what it was like for a child in a given period from the past? <p>•Can they use their mathematical skills to help them work out the time differences between certain major events in history?</p> <ul style="list-style-type: none"> •Can they describe in detail some of the most significant features and changes during this period and the impact that this had had on the world today? •Can they research two versions of an event and say how they differ? 	<ul style="list-style-type: none"> •Can they use their mathematical knowledge to work out how long ago events would have happened? •Can they suggest why certain events happened as they did in history? •Can they name at least 3 achievements made by the Ancient Egyptians? •Can they suggest why certain people acted as they did in history? •Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? •Can they use various sources of evidence to answer questions? •Can they use various sources to piece together information about a period in history? <p>•Can they recognise that people's way of life in the past was dictated by their work?</p> <ul style="list-style-type: none"> •Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?

History Year 5 and 6 Cycle

Autumn		Spring		Summer	
How did the Vikings and Saxons change British history? (A)	What was the Impact of the Victorians on Chesterfield? (B)	The Tudors (A)	What was the Battle of Britain important for the outcomes of World War 2? (B)	What was the impact of the Hunlokes on Wingerworth? (A)	Why do We remember the Mayans? (B)
<ul style="list-style-type: none"> •Do they understand that Britain was invaded on more than one occasion? •Can they use a timeline to show when the Viking raids started? •Do they know that the Anglo-Saxons and the Vikings were often in conflict and why? •Do they know why Vikings often overpowered the Anglo-Saxons? •Can they explain the different motives that the Vikings had for travelling? •Can they describe features of historical events and people from past societies and periods they have studied? •Can they show on a map where the Vikings came from and where they invaded our country? •Can they say where Angelo-Saxons came from and show this on a map? •Do they understand that Vikings and Anglo-Saxons co-existed in many places? 	<ul style="list-style-type: none"> •Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? •Can they place features of historical events and people from past societies and periods in a chronological framework? •Can they name things that the Victorians did for Chesterfield and sequence the events on a timeline? •Can they describe how things changed during Victoria's long reign and how some things have stayed the same? •Can they use research to find answers to specific historical questions about their locality? 	<ul style="list-style-type: none"> •Can they set out the main events during Tudor times on a timeline and explain how they have impacted on Britain today? •Can they create timelines which outline the development of specific features, such as medicine, weaponry, transport etc? •Do they have a good understanding as to how crime and punishment has changed over the years? •Can they describe historical events from the different period/s they are studying/ have studied? •Can they begin to appreciate that parliament has made major decisions for a long period of time? •Can they name all six Tudor monarchs? •Can they explain the difference between the Catholic and Protestant? •Can they explain the role that Britain has had in spreading Christian values across the world? •Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at? •Can they explain why religion was very important in Tudor times and why it was best to go to the same sorts of churches as the Kings and Queens did? 	<ul style="list-style-type: none"> •Can they place a specific event on a timeline by decade? •Can they summarise the main events from a specific period in history, explaining the order in which key events happened? •Do they know the impact that war has had on people and know that this can be different between individuals and communities? •Can they explain what impact WW2 had on their local areas and know that this may not be the same as in other areas? •Can they name the countries involved in WW2 and mark them on a map? •Can they use research to understand what it was like during WW2? •Can they identify and explain their understanding of propaganda? •Can they describe a key event from Britain's past using a range of evidence from different sources? 	<ul style="list-style-type: none"> •Can they use dates and historical language in their work? •Do they know that the Hunlokes were the dominant family in Wingerworth from the reign of Queen Elizabeth I until 1920, acquiring nine-tenths of the land in the parish and becoming lords of the manor? •Can they explain the historical significance of 3 key places in Wingerworth? 	<ul style="list-style-type: none"> •Can they compare the Maya with Stone-Age Britain or ancient Egypt? •Can they count and do sums in the Base 20 maths system? •Do they understand how the Maya fitted in with the climate of the area they lived in? •Can they place features of historical events and people from past societies and periods in a chronological framework? •Do they know that many of the early civilisations gave much to the world? •Can they explain some of the reasons put forward for why the Maya died out around 900AD?
<ul style="list-style-type: none"> •Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? 	<ul style="list-style-type: none"> •Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? •Are they able to describe continuity and change to an area over time? 	<ul style="list-style-type: none"> •Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries? •Can they suggest why there may be different interpretations of events? 	<ul style="list-style-type: none"> •Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? •Can they suggest why certain events, people and changes might be seen as more significant than others? 	<ul style="list-style-type: none"> •Can they test out a hypothesis in order to answer a question? •Do they appreciate that significant events in history have helped shape the country we have today? 	<ul style="list-style-type: none"> •Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? •Can they describe events from the past using dates when things happened?